

Student Name _____
Teacher Name _____
School _____
System _____

ACH



Tennessee Comprehensive Assessment Program
Achievement Test ~ Grade 3
Practice Test
Version B



The Pearson logo consists of the word "PEARSON" in a white, bold, sans-serif font, centered within a solid black rectangular background.

PEARSON

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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies . The questions in this practice test are examples of items used in the actual test .

What are the questions testing?

Questions are written to test student performance in state content standards . The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education . These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml> .

Who will be tested?

All students in grades 3 through 8 will be tested .

How long will the tests take?

The length of the tests will vary, depending on the grade level . The time limits are generous and allow most students time to finish . Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations .

How will the tests be scored?

The test answers will be machine scored . Results from the test provide information about how well students performed on the content being tested .

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3-8) as per system policy .

Which test accommodations may be used?

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program . Certain conditions must be met for students to be eligible for Special and ELL accommodations .

What is the purpose of the practice test?

In a classroom learning session, these questions can be used to prepare students for the actual test . Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered . This practice test can also be used to inform parents of the type of test their children will be taking .

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test . Remember that the score is only one of a number of measures of performance .

Listen: Listen to and read the test directions carefully .

Plan Use of Time: First, answer all the questions you are sure about . Do not spend too much time on any one question . If a question seems to take too long, skip it and return to it later if you have extra time .

Pause and Think: If you are not sure how to answer a question, carefully read it again . Rule out answer choices that you know are incorrect and then choose from those that remain .

Reading and Language Arts



Part 1

Directions Read the story. Then answer Numbers 1 through 6.

A Fetching Rescue

by Julie Warther

1 “Tyler! No!” Rachel shouted.

2 Tyler ran onto the baseball field, his yellow leash flying behind him like Superman’s cape. He beat the right fielder to the ball and snatched it from the ground. Tail wagging, he pranced back to Rachel and dropped the ball at her feet.

3 Rachel looked back at the crowd in the stands and felt her face grow hot. She got a firm grip on Tyler’s leash. Then Rachel wiped the slobbery ball on her jeans and tossed it to the umpire. “Silly dog,” Rachel mumbled on the way home. “I know you like to play fetch. But that’s only when I throw the ball.” As she was talking, a FRISBEE® whizzed past Rachel’s ear. Faster than a speeding bullet, Tyler leaped into the air and grabbed the FRISBEE with his teeth.

4 “Wow! Awesome catch!” a man said jogging over. “What kind of dog is he?”

5 “A Labrador retriever,” Rachel answered. She handed over the FRISBEE. “I hope he didn’t hurt your FRISBEE.”

6 The man smiled. “No harm done.”

7 “Silly dog,” Rachel scolded as they walked away.

8 At home, Rachel poured fresh water into Tyler’s dish and stroked his sleek black coat.

9 “Did you enjoy the game?” Dad asked.

10 Rachel rolled her eyes. “Tyler did.”

11 Dad laughed. “Not again?”

12 “And he caught someone’s FRISBEE in the park.”

13 “He’s a retriever, Honey,” explained Dad.

14 “I know,” said Rachel. “But sometimes it’s so embarrassing.”

Go On ►

15 “It sounds like Tyler needs to burn off some energy,” Dad said cheerfully. “Let’s take him to
Beaver Woods for a run.”

16 At Beaver Woods, Tyler ran ahead of Rachel and her dad. His pink tongue swung from side to
side as he galloped along, sniffing here and there. He chased a stray leaf blowing across the
ground. He bit it, spit it out, then darted in the other direction.

17 Rachel laughed. “Silly dog!”

18 A rustling sound caused Rachel to look across the lake. Small stones were slipping down a
steep cliff. Something larger was tumbling after. **SPLASH!** It landed in the lake below. Tyler burst
through the trees. He sailed through the air landing with an even bigger **SPLASH!** Using both
front legs, he paddled across the lake. Tyler seized the fallen object in his mouth and swam back
to shore.

19 “What now?” Rachel wondered.

20 Tyler dropped his prize on the ground. He arched his back and shook, spraying water in all
directions. Rachel and Dad ran to see what Tyler had found. Water dripped from the rounded
form on the ground. Slowly, six flaps opened. Head, tail, and legs poked out. Tyler sniffed the
curious creature.

21 “It’s a turtle!” Rachel
exclaimed.

22 “A box turtle,” said
Dad noticing the yellow
splotches on its shell. “He
must have gotten too close
to the edge and tumbled
over.”



23 “He’s not hurt, is he?” Rachel asked.

24 Dad picked the turtle up and looked him over. “Nope. He looks okay. It’s a good thing Tyler pulled him out of the water though. Box turtles can’t swim. He would have drowned.”

25 Rachel watched the turtle slowly crawl away. “Good boy, Tyler. You’re a hero!”

26 Tyler let her stroke his velvety ears, then dashed after another blowing leaf. Rachel shook her head and laughed. “Silly dog!”

by Julie Warther/Fun For Kids Magazine

1. Read paragraph 8.

At home, Rachel poured fresh water into Tyler’s dish and stroked his sleek black coat.

What does the underlined word mean?

- A tapped
- B dried
- C rubbed
- D pulled

2. Read the chart based on the story.



Which event belongs in the empty box?

- A. Tyler runs onto the baseball field.
- B. Rachel tells her dad about her day with Tyler at the game.
- C. Tyler chases a brown leaf blowing across the ground.
- D. Rachel calls Tyler a hero.

Go On ►

3 What is Paragraph 18 mainly about?

- A Tyler uses his strong legs to swim across the lake.
- B. Tyler makes a huge splash in the water.
- C. Tyler swims toward something that has fallen in the lake.
- D. Tyler watches small rocks fall into the water.

4 Sharon is checking out a book about dogs from the library. The table of contents will show her a list of

- A. definitions for words in the book.
- B. references used to write the book.
- C. illustrations in the book.
- D. chapters in the book.

5. Where does most of this story take place?

- A. at Beaver Woods
- B. at Rachel's house
- C. at the baseball field
- D. at the neighborhood park

6 How does Tyler solve the problem in the story?

- A He stops a baseball game.
- B He runs after a toy.
- C He chases leaves in the woods.
- D He fetches something at the right time.

Go On ►

Directions

Mrs. Adams, a third-grade teacher, gave these instructions to her students. Read the instructions and answer Numbers 7 through 12.



Green Leaf Project



Become a green leaf detective! Search for and gather five different kinds of leaves from trees. Have an adult help you look for leaves at school, near your home, or at the park. The leaves will be preserved, or kept safe, by following the directions below. When you are done, bring your leaves to school to share with the class.

Supplies Needed:

Plastic bag
Newspaper
Heavy books

An iron
Scissors

Dish towel
Paper towels

Wax paper
Shoebox
An adult to help

Directions:

1. Pick green leaves with the stems from the branches of trees. Keep the leaves in the plastic bag.
2. Lay the leaves on a sheet of newspaper so they are not touching one another. Cover the leaves with one layer of paper towels. Place more newspaper sheets on top of the paper towels.
3. Place heavy books on top of the newspaper and leaves. Make sure the books are large enough to cover all of the leaves. Let the pressed leaves dry untouched for 10 days.
4. Remove the books. Touch the leaves. If they are still damp, cover them again and let them dry for a few more days.
5. When the leaves are dry, place each one between two pieces of wax paper that are a bit larger than the leaf. Put a dish towel over the wax paper. Ask an adult to run a warm iron over the towel for three to five minutes. Each leaf will become permanently stuck between the pieces of wax paper.
6. Use the scissors to cut around your leaves. Place them in the shoebox.

Bring your box of leaves to school on October 1.
We will name the leaves in class.

7 Read this sentence from the instructions.

Pick green leaves with the stems from the branches of trees.

What does the underlined word mean in this sentence?

- A gently pull
- B quickly choose
- C bravely accept
- D kindly select

8 Which source would not be helpful for learning about different leaves?

- A a website titled www.types*of*leaves.org
- B a science article about leaves
- C a nonfiction book titled *Beautiful Leaves*
- D a thesaurus for the word “leaves”

9 Dave found this information.

leaf (noun) 1. a flat structure attached to a stem 2. very thin metals such as gold or silver (verb) 3. to turn over pages quickly

Which source did Dave use to find this information?

- A atlas
- B dictionary
- C encyclopedia
- D thesaurus

Go On ►

10 Which conclusion can be made after reading the instructions?

- A The stems will keep the leaves green.
- B Green leaves have moisture in them.
- C It will be difficult to find five different leaves.
- D The leaves will change colors after the drying process.

11 Which of these is not listed under the heading “Supplies Needed”?

- A leaves
- B iron
- C dish towel
- D wax paper

12 Which step should be completed after leaves are ironed?

- A Press leaves gently between newspaper.
- B Cover leaves with a dish towel.
- C Cut around the leaves with scissors.
- D Spread leaves out in a layer on paper towels.

Directions **Pablo wrote this rough draft of a book report. It may contain mistakes. Read the report and answer Numbers 13 through 20.**

Cedric and Gray Book Report

(1) I read the book titled Cedric and Gray. (2) This book is about a boy named Cedric. (3) He loves to play in the woods by his home. (4) One day, Cedric was playing. (5) He saw a bird flying in circles above his head. (6) Cedric worried that the bird would fly down and hurt him. (7) At First, Cedric thought the Bird was a Hawk. (8) Then Cedric saw that the bird looked like a large gray parrot. (9) Cedric decided that it must be someone's pet. (10) The bird was not lost! (11) Cedric made friends with it. (12) He named the parrot Gray because of its prettiest gray feathers. (13) Cedric decided to help Gray find his way home.

(14) I enjoyed reading this book because I liked the main character, Cedric. (15) He had to work hard to make Gray trust him. (16) Cedric was also brave because he had to make a choice about keeping Gray or helping the bird find its owner. (17) What would Cedric do. (18) I had to read all the way to the end of the book to find out what would happen!

(19) I recommend this book to anyone who likes animals or stories about friendship. (20) The friendship between Cedric and Gray was special. (21) I hope that you will like reading Cedric and Gray as much as I did.

13 Read Sentence 16.

Cedric was also brave because he had to make a choice about keeping Gray or helping the bird find its owner.

Choose the correct way to write the underlined words.

- A some choices
- B a choices
- C some choice
- D correct as is

14 Read Sentence 6.

Cedric woried that the bird would fly down and hurt him.

Which spelling of the underlined word is correct?

- A worryeed
- B worried
- C worryed
- D worreid

15 Which word from the report is a compound word?

- A playing
- B character
- C anyone
- D between

16 Read Sentence 11.

Cedric made friends with it.

Which word in the report has the same sound as the “a” in the underlined word?

- A play
- B wrap
- C boat
- D happy

17 Read Sentence 18.

I had to read all the way to the end of the book to find out what would happen!

Which word or words best replace the underlined verb?

- A has
- B have
- C will have
- D correct as is

18 Read Sentence 12.

He named the parrot Gray because of its prettiest gray feathers.

Choose the correct way to write the underlined word.

- A prettier
- B pretty
- C more pretty
- D correct as is

19 Read Sentence 2.

This book is about a boy named Cedric.

Which underlined word is the simple subject of the sentence?

- A This
- B book
- C boy
- D Cedric

20 Read Sentence 17.

What would Cedric do.

Choose the correct end punctuation for this sentence.

A

B

C

D

Directions **Michael wrote this letter. It contains mistakes. Read the letter and answer Numbers 21 through 29.**

May 2, 2011

dear principal walker,

(1) I am a student in Ms. Miller's class. (2) Our class has an idea that we would like to share. (3) We would like to eat lunch at the picnic tables near the playground. (4) This is a good idea for three reasons. (5) First, the picnic tables was bought with the money earned at the school carnival last year. (6) Second, being outside is a way for students to stay healthy. (7) Finally, having lunch outside might help us to get better grades.

(8) The school paid for the picnic tables. (9) We think it is a good idea to enjoy them. (10) It seems wasteful not to use them. (11) We asked other students about eating at the picnic tables too. (12) None of the kids haven't gotten no chance to enjoy them. (13) The picnic tables will be used every day if you let us eat outside

(14) Our teachers tell us that fresh air and exercise are good for our health. (15) If we eat outside, we could get fresh air and exercise at the same time. (16) In addition, exercise at lunch would burn off the energy our bodies bild up during the morning. (17) We could then focus on our work more clear in the afternoon.

(18) We also think that getting better grades is as important as staying healthy. (19) My grandmother always says that fresh air helps people think. (20) Better thinking can lead to better grades. (21) Improving our grades is sure to make everyone proud.

(22) I hope that you'll consider our idea. (23) Please allow the third graders to eat lunch at the picnic tables outside. (24) Thank you for your time!

Sincerely,

Michael

Smith

Grade 3

Ms. Miller's Class

21 Read Sentence 13.

The picnic tables will be used every day if you let us eat outside

Choose the best punctuation to end this declarative sentence.

A ☐ .

B ☐ !

C ☐ ?

D ☐ ,

22 Read Sentence 16.

In addition, exercise at lunch would burn off the energy our bodies bild up during the morning.

Which underlined word is spelled incorrectly?

A addition

B burn

C bild

D morning

23 Read Sentence 12.

None of the kids haven't gotten no chance to enjoy them.

What is the correct way to write this sentence?

- A None of the kids have gotten a chance to enjoy them.
- B None of the kids have gotten no chance to enjoy them.
- C None of the kids have not gotten no chance to enjoy them.
- D correct as is

24 Read Sentence 5.

First, the picnic tables was bought with the money earned at the school carnival last year.

What is the correct way to write the underlined word?

- A were
- B will be
- C have been
- D correct as is

25 Read the introduction of the letter.

dear principal walker,

Which introduction uses capital letters correctly?

- A Dear Principal walker,
- B dear principal Walker,
- C dear Principal Walker,
- D Dear Principal Walker,

26 Read Sentence 2.

Our class has an idea that we would like to share.

Which underlined word is the simple predicate in this sentence?

- A class
- B has
- C idea
- D share

27 Read Sentences 8 and 9.

The school paid for the picnic tables. We think it is a good idea to enjoy them.

What is the best way to combine these sentences?

- A The school paid for the picnic tables, yet we think it is a good idea to enjoy them.
- B The school paid for the picnic tables, but we think it is a good idea to enjoy them.
- C The school paid for the picnic tables, so we think it is a good idea to enjoy them.
- D The school paid for the picnic tables, or we think it is a good idea to enjoy them.

28 Read Sentence 22.

I hope that you'll consider our idea.

The underlined contraction in this sentence means

- A you are.
- B you will.
- C you can.
- D you would.

29 The purpose of this letter is to

- A entertain the principal with ideas for using the picnic tables.
- B entertain the principal by telling a story about healthy students.
- C inform the principal of reasons why students should be allowed to eat outside.
- D inform the principal of how fresh air and exercise are necessary to be healthy.

Directions

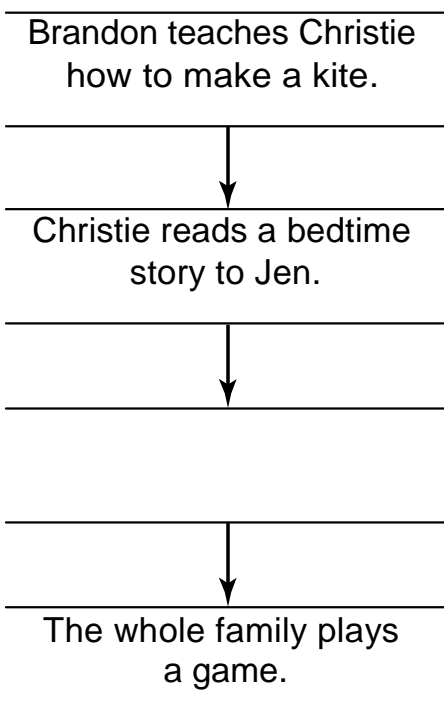
Read and answer Numbers 30 through 32.

30 Which word list is in alphabetical order?

- A baseball
blanket
black
- B black
baseball
blanket
- C blanket
black
baseball
- D baseball
black
blanket

31 Read this journal entry that Christie wrote. Use it to complete the chart.

The past few days have been so much fun. My cousins Brandon and Jen stayed at my house for the entire weekend. On Saturday morning, Brandon taught me how to make a kite. We walked to the park in the afternoon and I was actually able to fly it! That night, Mom let me read a bedtime story to Jen. On Sunday, Dad took Brandon and me on a nature walk. I found a lot of neat stones for my rock collection. Then, the whole family played a game before it was time to go to bed. Dad took Brandon and Jen home on Monday morning. I hope I can visit them at their house sometime soon.



Based on Christie's journal entry, which sentence belongs in the empty box?

- A Dad takes Brandon and Christie on a nature walk.
- B Christie and Brandon walk to the park.
- C Dad takes Brandon and Jen home.
- D Christie and Brandon fly a kite.

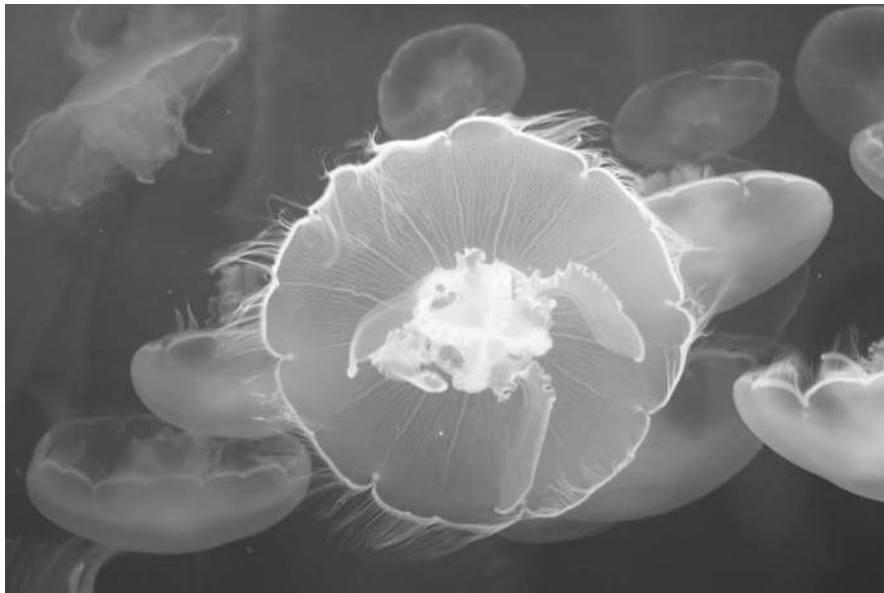
- 32 Dave is reading a book of stories. He notices that each of the stories has a hero and explains how or why something happens in nature. Dave is most likely reading a book of
- A fairy tales.
 - B folktales.
 - C fables.
 - D myths.

Part 2

Directions **Read the passage. Then answer Numbers 33 through 40.**

Jellyfish

- 1 The jellyfish is one of the oldest sea animals. Jellyfish live in many oceans around the world. These creatures can live in deep or shallow water. Most live in salt water, but some jellyfish can live in fresh water.
- 2 Although the name of the animal is jellyfish, they are not fish, and they don't look like regular fish. Instead, they are often shaped like a bell. These animals are called jellyfish because they look like they are filled with clear jelly. Sometimes you can even see right through them!



Look inside a jellyfish!

- 3 A group of jellyfish is called a bloom. Scientists think that the way a group of jellyfish gathers looks like a plant when it blooms, or grows, into a flower. Some blooms can have as many as one thousand jellyfish! One reason why jellyfish blooms grow so quickly is because jellyfish can have many babies in a very short period of time.



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Jellyfish bloom

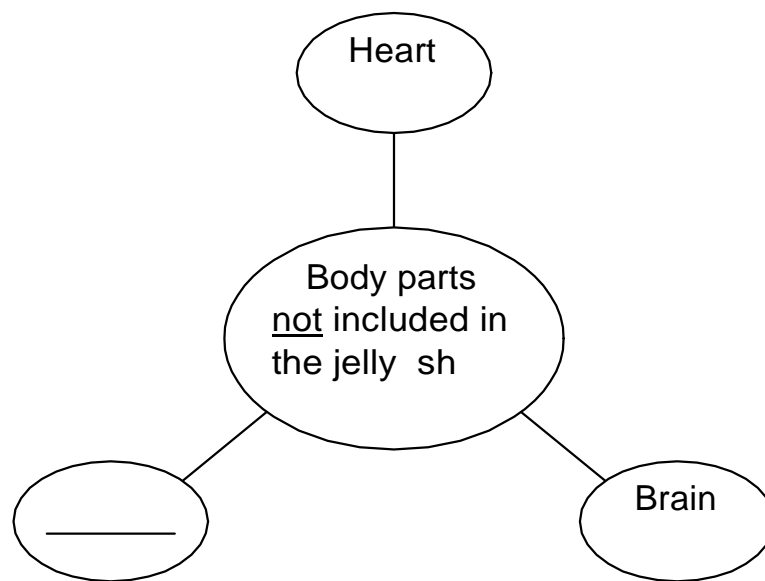
- 4 There are many kinds of jellyfish. The names of the different kinds of jellyfish describe their shapes. The chart below shows some types of jellyfish and their differences.

Jelly sh Name	Shape	Color
Box Jellyfish	Square	Light blue
Lion's Mane Jellyfish	Round with long tentacles	Red and brown
Mushroom Jellyfish	Round	White

- 5 Some jellyfish are smaller than one inch in length. Others can be as big as a grown man! They have no heart and no brain. Although they do not have a brain, they can tell if they are near light. Jellyfish can even smell. This sense helps them know when to hide from other sea animals and how to find food.
- 6 Jellyfish also have no backbone. They push themselves up and down in the water by moving the top part of their body. This part is called the bell.
- 7 Jellyfish eat small sea animals like shrimp. The jellyfish use their long tentacles to catch their food. Tentacles are the many “arms” of the jellyfish that hang down from the bottom of the bell. These tentacles have stingers lining the outside. People should always use caution if a jellyfish is found in the ocean or washed up on a beach.
- 8 Jellyfish are a special kind of sea animal. They are special because they are so different from other sea creatures. Jellyfish are very interesting and fun to watch, but they can be harmful to people. So, look and enjoy, but don't touch!

Go On ►

33 Look at this web a student made after reading this passage.



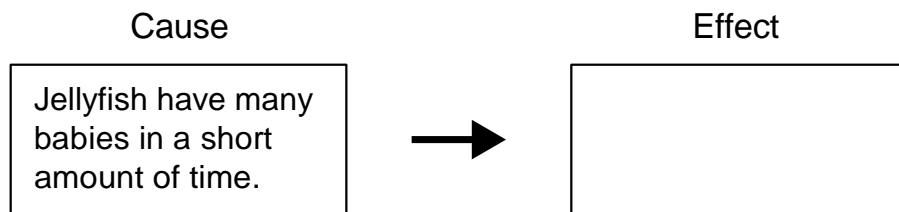
What word best completes the web?

- A Stinger
- B Tentacle
- C Backbone
- D Bell

34 Which source would be the most appropriate to use to find information about jellyfish?

- A a website about different ocean animals
- B an ocean map showing underwater mountains
- C an encyclopedia entry about ocean explorers
- D a picture book about ocean animals

35 Look at this chart.



Which statement best completes the chart?

- A Jellyfish blooms grow quickly.
- B There are different kinds of jellyfish.
- C Other jellyfish are attracted to the shape of a bloom.
- D Jellyfish look like they are filled with clear jelly.

36 Before jellyfish can eat small sea creatures, they first need to

- A look for help from other animals.
- B sense if they are near light.
- C change color to hide themselves.
- D use their long tentacles.

Catch

At recess I am the catching queen,
Chosen first for nearly every team.
Dodge ball, football, basketball,
Baseballs, jacks – I catch them all.

- 5 I took my skills to the county fair.
I knew they had some contests there,
To see which athletes were the best.
I signed up for the Catching Test.

- 10 I popped my back, bent my knees,
Stretched my arms, and checked the breeze,
Ready to catch whatever they tossed.
Then the ball came and I knew I lost.

- 15 It was giant, striped and green as grass,
Zooming toward me, much too fast.
Before I knew it, I was yellin'
"Goodness me! A watermelon!"

- 20 Who could catch such crazy stuff?
This fair had gotten much too rough
For even me, the catching queen.
Then I woke up. What a strange dream!



37 Choose the list of words from the poem that appears in alphabetical order.

- A best
ball
before
back
- B ball
back
before
best
- C back
ball
before
best
- D back
ball
best
before

38 Read Lines 14 and 15.

It was giant, striped and green as grass,
Zooming toward me, much too fast.

The underlined word means

- A rolling gently.
- B growing quickly.
- C moving swiftly.
- D passing calmly.

39 What can the reader best conclude about the speaker of the poem?

- A The speaker is good at sports.
- B The speaker daydreams often.
- C The speaker wins many contests.
- D The speaker goes to many county fairs.

40 Which pair of words from the poem rhymes?

- A fair, there
- B best, fast
- C bent, checked
- D county, contests

Go On ►

Directions **Matthew gave this speech to a third-grade class. Read the speech and answer Numbers 41 through 49.**

Coach Smart

- 1 Good morning. My name is Matt, and I am a sixth grader in Mr. Gómez's class. Students in our class are speaking to the other classes about Kindness Week. When someone does something nice for another person, it is called an act of kindness. Kindness is not just for students, though. Teachers can also do acts of kindness. When I think of kindness, I think of my hockey coach, Coach Smart. Her name describes her perfectly because she knows everything about hockey. Last year, she surprised me with an act of kindness.
- 2 I had dreamed about playing hockey since I was in first grade. When I was in third grade, my parents permitted me to play on a team. I met Coach Smart during the team's first practice of the season. In just a few weeks, she taught me many hockey skills. Before long, I thought I was a star!
- 3 The day of the first game soon arrived. I asked my parents to take me to the ice-skating rink so I could practice before the game. Once there, I quickly put on my knee pads, which protect me during the game. Then I tightly laced up my ice skates. I was so excited about the game!
- 4 Suddenly, everything changed. Just before I skated onto the ice, my stomach felt like there were little butterflies dancing around inside, and I could not move. Coach Smart saw me and asked if I was OK. All I could do was look down. I could not even answer her. I thought something was wrong with me because none of the other kids seemed scared at all.

Coach Smart seemed to read my mind. She knelt down in front of me so I had to look her in the eyes. She calmly said, “I was nervous before my first game, just like you are. My coach gave me a special key chain and told me to keep it in my pocket during every game. Somehow it made me feel more confident. In fact, I still carry it today.” Then she smiled at me and reached into her pocket. She pulled out a little key chain that had a silver hockey stick attached to it. Coach Smart pulled a glove off one of my hands and placed the key chain in my sweaty palm. Then she said, “I want you to have this, Matt. I’m going to tell you what my hockey coach told me on the day of my first game: skate your fastest and play your hardest.”



I’m the one nearest the puck!

With the key chain safely tucked in my pocket, I was ready to start the game. I did not score any goals that day, but I skated my fastest and played my hardest. Without Coach Smart’s act of kindness, I don’t think I would have had the courage to get on the ice that day. I will never forget her kindness. This next week we are encouraging everyone to find special ways to show kindness to others. I hope you will participate in kindness week.

Go On ►

41 Read this sentence from Paragraph 2.

When I was in third grade, my parents permitted me to play on a team.

What does the underlined word mean?

- A wanted
- B asked for
- C allowed
- D wished for

42 What is the main idea of the speech?

- A Matt shares an example of an act of kindness with young students.
- B Matt's coach teaches Matt many hockey skills to use for his first game.
- C Matt had wanted to play hockey since he was in the first grade.
- D Matt's coach shared advice that helped Matt play hockey without fear.

43 How should the students behave while Matt is speaking?

- A ask the teacher questions during his speech
- B read books silently while seated
- C take notes and discuss them with friends
- D listen carefully and give him their attention

44 Read this summary of the speech.

(1) Matt was excited to play his first hockey game. (2) He felt scared and had trouble focusing. (3) Matt asked his parents for advice. (4) His coach made him feel better, and he was able to play the game.

Which sentence does not belong in the summary?

- A Sentence 1
- B Sentence 2
- C Sentence 3
- D Sentence 4

45 After listening to the speech and looking at the photograph, a student makes this chart.

Hockey Equipment
Knee pads
Skates
Helmet
Hockey stick

What belongs in the empty box?

- A ice rink
- B key chain
- C scarf
- D gloves

Go On ►

46 Why did Matt most likely have to wait until he was a third grader to play ice hockey?

- A He often felt sick to his stomach.
- B He did not understand how to put on his equipment.
- C His parents wanted to make sure he would be safe.
- D His parents knew he would not feel well for his first game.

47 Which question is not answered in the speech?

- A What is the name of Matt's hockey team?
- B What does Coach Smart's key chain look like?
- C What do Coach Smart's words do for Matt?
- D What is the name of Matt's teacher?

48 Matt could best support his speech with a

- A drawing of the team shirt.
- B picture of his coach talking with him.
- C drawing of the ice-skating rink.
- D picture of hockey equipment.

49 The most effective visual aid for Matt to show his audience is a

- A list of all the players on his team.
- B poster showing different ways to be kind.
- C picture of people at an ice-skating rink.
- D short video of him playing hockey.

Go On ►

Directions **Brianna wrote this book report. It contains mistakes. Read the book report and answer Numbers 50 through 57.**

- 1 The Great Bike Race by Angela Rizzo is a wonderful book. It is a story about a girl named Beth, an eight-year-old who enters a bike race. There isn't nobody who thinks she will win because she is not big and strong. Beth proves to everyone that hard work is important.
- 2 Beth loves riding her bike. It is her favorite thing to do. She has a big, pink seat on her bike. When she discovers that there will be a bike race in her town, she enters it. She is very happy when she learns that first prize is a brand new bike.
- 3 Beth really wants to win, but she is the smallest kid in her class. Everyone thinks that Beth's classmate, Ricky, will win. Even so, Beth believes she can win.
- 4 Beth rides around the block. She rides to school and to the store. She gets stronger and faster every day. As she practices, Beth sees Ricky sitting and talking with his friends. Ricky thinks he will easily beat the other kids. He does not practice.
- 5 Finally, the day of the race arrives. All of the racers line up on the track. The mayor blows a whistle, and the racers leave from the starting line. Beth pedals as hard as she can. At first, she is behind everyone else. Then, as the race goes on, she rides faster and faster. Beth passes everybody, including Ricky. She flies across the finish line! Beth wins the race and the new bike! The whole town is surprised. People tell Beth that she is a terrific racer. Beth proves that working hard is what matters most.

50 Read this sentence from Paragraph 5.

She flies across the finish line!

What is the root word of flies?

- A fly
- B flew
- C flying
- D flown

51 Which topic sentence would best begin Paragraph 4?

- A Beth rides her bike everywhere to make herself stronger.
- B Beth and her family live just a few blocks from a large park.
- C Beth enjoys riding her bike through the neighborhood.
- D Each year there is a bike race in the town where Beth lives.

52 Which supporting sentence can best be added to Paragraph 3?

- A Ricky sits behind Beth.
- B Ricky has many friends.
- C Ricky is big and strong.
- D Ricky rides to school with Beth.

53 Which sentence does not belong in Paragraph 2?

- A It is her favorite thing to do.
- B She has a big, pink seat on her bike.
- C When she discovers that there will be a bike race in her town, she enters it.
- D She is very happy when she learns that first prize is a brand new bike.

54 Read this sentence from Paragraph 5.

The mayor blows a whistle, and the racers leave from the starting line.

Choose the most specific words to replace the underlined word.

- A go away
- B run away
- C move away
- D speed away

55 Choose the best title for Brianna's book report?

- A Bike Riding Is Great Exercise
- B Beth's Pink Bicycle
- C Hard Work Is Important
- D Ricky's Lost Race

56 The picture below is from the front cover of the book *The Great Bike Race*.



© dagmar heymans/Stockphoto #16323049

This picture shows a girl who

- A is too tired to keep riding.
- B has just learned to ride a bike.
- C is afraid of losing a race.
- D enjoys riding her bike.

Directions **Read and answer Numbers 57 and 58.**

57 Read this sentence.

My favorite colors are purple orange and bright blue.

Choose the sentence that uses commas correctly.

- A My favorite colors, are purple, orange and bright blue.
- B My favorite colors are purple orange, and bright blue.
- C My favorite colors are purple, orange, and bright blue.
- D My favorite colors, are purple orange and, bright blue.

58 Read these sentences.

1. He threw on his clothes, packed his backpack, and dashed into the kitchen.
2. Then Marc raced to the bus stop, but he was too late and missed the bus.
3. He ate his cereal and drank his milk as quickly as he could.
4. Yesterday morning Marc woke up late for school.

Which is the best order for these sentences?

- A 4, 2, 3, 1
- B 1, 3, 2, 4
- C 2, 4, 1, 3
- D 4, 1, 3, 2

STOP 

Reading and Language Arts Answer Key

Question #	SPI	Answer		Question #	SPI	Answer
1	1.20	C		30	1.11	D
2	5.4	B		31	4.2	A
3	6.2	C		32	8.4	D
4	6.5	D		33	4.2	C
5	8.2	A		34	4.3	A
6	8.6	D		35	5.3	A
7	1.19	A		36	5.4	D
8	4.3	D		37	1.11	C
9	4.4	B		38	1.16	C
10	5.1	B		39	5.1	A
11	6.4	A		40	8.1	A
12	6.7	C		41	1.19	C
13	1.1	D		42	2.1	A
14	1.12	B		43	2.2	D
15	1.13	C		44	2.3	C
16	1.18	A		45	4.2	D
17	1.2	D		46	5.1	C
18	1.3	B		47	6.1	A
19	1.5	B		48	6.3	B
20	1.7	C		49	7.4	B
21	1.10	A		50	1.15	A
22	1.12	C		51	3.3	A
23	1.14	A		52	3.4	C
24	1.2	A		53	3.5	B
25	1.4	D		54	3.7	D
26	1.5	B		55	3.8	C
27	1.6	C		56	7.1	D
28	1.8	B		57	1.9	C
29	3.1	C		58	3.6	D



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